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EDUCATIONAL NEWS AND EDITORIAL COMMENT

THE CHICAGO DINNER AT DETROIT

A dinner of the graduates and students of the University of Chicago will be held in Detroit at the Hotel Tuller on the evening of Tuesday, February 22. All who have been connected with the University are cordially invited to attend. The President of the University will be present and will speak. It will greatly assist those who have the dinner in charge if all who intend to come will write as early as possible to the Dean of the College of Education, University of Chicago.

ANNUAL MEETING OF THE COLLEGE TEACHERS OF EDUCATION

The regular annual meeting of the College Teachers of Education will be held in connection with the meeting of the Department of Superintendence at Detroit. There will be three sessions, as indicated in the following program, and two informal luncheons. The place of meeting will be announced in the final program of the Department of Superintendence. The hours of meeting and the subjects of discussion are given below:

President, PROFESSOR CHARLES H. JUDD

Secretary, DEAN GUY M. WILSON

FIRST SESSION, Monday, February 21, 10:00 A.M.

The relation of college and university departments of education to other agencies which have to do with the promotion of the scientific study of education. Discussions by Messrs. L. P. Ayres, F. W. Ballou, S. A. Courtis, Abraham Flexner, W. A. Jessup, G. D. Strayer, and others.

Informal luncheon of members, 1:00-2:30 P.M.

SECOND SESSION, Monday, February 21, 2:30 P.M.

The relation of the department of education to other departments within the college or university. Discussions by Messrs. W. C. Bagley, W. G. Chambers, E. P. Cubberley, Alexander Inglis, E. A. Miller, and others.

THIRD SESSION, Tuesday, February 22, 9:00 A.M.

Investigation at Harvard University of the Department of Economics by the Department of Education. Mr. W. F. Dearborn.

Practice Teaching, Mr. A. R. Mead, Dr. Romiett Stevens.

Business session with reports of committees.

Informal luncheon of members, 12:30 P.M.

EDUCATIONAL LEGISLATION IN 1915

Three southern states, Alabama, South Carolina, and Texas, in 1915 passed compulsory education laws for children under fourteen and fifteen years of age. Alabama attempted further to increase the efficiency of her schools by prohibiting employment of teachers under seventeen, by giving a state bonus to a county which votes a one-, two-, or three-mill tax for public schools, by providing election in rotation of school-board members, giving more authority to the county superintendents, requiring all private schools to make reports to the state department, and holding teachers' institutes, together with a respectable appropriation for the construction of rural schoolhouses. In California the state legislature prohibits home study for all children under fifteen years of age, and insists that instruction must be given, in all grades of grammar schools during the entire course, in manners and morals, and in the nature and effects of alcohol. Further legislation in California authorizes post-graduate elementary-school courses in business, together with civics and history. This is an attempt to modify the junior high-school curriculum.

In Connecticut the state board of education is authorized to establish continuation schools, part-time schools for trades and vocations. In Florida the ill effects of alcoholic beverages and narcotics are required to be taught to pupils between six and twelve years old. County boards are authorized to make application for home economics and domestic science in rural schools. In Washington a commission of six unsalaried members is granted power to make an educational survey of the state and report on April 1, 1916, upon definite lines for organization and the work of educational institutions and the school system. In Illinois all school children are to be given courses in physical training. Hawaii places responsibility for school attendance upon parents under the penalty of fine, while the police visit the schools once a week to secure the names of absentees, and are empowered to pick up children on the streets during school hours. Rhode Island empowers the state board of education to establish and maintain traveling libraries. In Connecticut also the wider use of school buildings for public or educational purposes or political discussions is provided at the option of the board of education.

The total amount of school legislation for this year has not been unusually large, but even a hasty survey of it indicates the general marks of progress which the schools, as a whole, are making. Industrial education, vocational instruction, moral guidance, better articulation of school parts, compulsory education, scientific examination of the value

of school plants, better preparation of teachers—these, and many other, tendencies are establishing themselves yearly more firmly in our school practice by legislative requirement.

State school legislation often lags behind practices already adopted by the better schools; but legislation much more generally precedes actual practice in by far the greatest number of schools. The history of school reforms indicates that a few leading institutions attempt innovations. To these experimenting schools, at Yverdun, at Boston Latin, at Franklin's Academy, at Gary, school men make pilgrimages, either literal or figurative, observe the practices being tried out, and return to their schools to carry out the experiments themselves. Attention of legislators is gradually attracted to the improvements thus promulgated, discussion arises in legislative halls, and ultimately laws are enacted. More prosperous schools the state over observe both the letter and the spirit of the law; village schools come lagging after. Many years are often required before there is a general adoption of the new practices throughout the state.

NIGHT CLASSES IN LANE TECHNICAL HIGH SCHOOL

Six thousand students are enrolled in the night classes of Lane Technical, of Chicago, as contrasted with 2,300 pupils in the day school. Of the six thousand, approximately four thousand are in attendance four evenings in the week, lack of funds closing the doors the other three evenings. Germans, French, Spaniards, Scandinavians, Poles—most of them young people with a sprinkling of middle-aged, 70 per cent of the total being men—the night students of one school, compose a small army of ambitious people preparing for useful citizenship.

For this student body an exceedingly rich and varied course of study is provided. Running a press, or learning French; studying medicine, or bricklaying; learning to read and write English, or learning to care for cattle; journalism, bookkeeping—there is hardly a subject that has not an organized class in the evening work of this one school. One hundred and thirty teachers, under the direction of Superintendent Bogan, a large percentage of them day teachers in Lane, conduct the work.

There is school organization also. Mr. Henry M. Hyde of the *Chicago Tribune* says:

If there is in any college a more enterprising and energetic organization of students, one has never heard of it. A mere list of their undertakings would make an ordinary schoolboy's head ache.

The students run a daily and a weekly newspaper, they print an elaborate and handsome yearbook, they conduct a dramatic club, which presents plays and vaudeville entertainments; they have an orchestra, a mandolin and glee club, a rifle club; their athletic teams win more than their fair share of championships, and they keep close track of all their alumni.

Listen to this further list of volunteer student organizations: Radio Club, Debating Club, Camera Club, Spanish Club, Classical Club, Schiller Verein, Civic Industrial Club, and brass band.

But the students are not yet satisfied. They think the big school plant should be used all the time. A delegation of the night-school pupils recently visited the board of education and asked to have the school opened regularly as a community center. The board Committee on School Management has not yet reached a decision on the request.

But when it is granted, the young people have their future program all worked out. All they propose to do is to establish and maintain educational moving pictures, concerts by their own choral society and orchestra, free lectures, a vocational bureau open for consultation by all workmen, classes in citizenship, a big organization of parents, and a civic forum, at which all the problems of the North Side may be freely discussed.

Chicago people might find an evening's visit to the Lane School interesting. But one fears it is too easy to reach and too near home to be worth the attention of the professional critic.

P.S.—If one gets hungry during a tour of the building, there is a cafeteria in the school where all kinds of food can be had at very low prices.

SIGNIFICANCE OF THE NIGHT-SCHOOL MOVEMENT

Any friend of education reads with regret that the main reason Lane Technical closes its doors on Friday and Saturday evenings is lack of funds. A second reason lies in the fact that day teachers largely comprise the night force; they must have some rest. Compensation for night work, comparatively small, necessitates the employment of teachers occupied by day.

Both of these difficulties will in time be met. They must be overcome because in the education of these night students, Lane, and any other school, is performing a function equal if not superior to the function of a day school. Educational opportunities furnished free should be given to those who need them most, and, above all, to those who are eager to take full advantage of them.

The *School Review* intends to cast no slur upon the industry and ambition of the 2,300 pupils in the day school of Lane. The excellent standard of work in that institution has long been one of the boasts of the public schools of Chicago. Nevertheless we feel safe in saying that

the student who, in addition to a hard day's work at his trade, is willing to attend a laborious evening at his school is more worthy of public assistance than are thousands of day high-school pupils who perform their school duties with indifference and ennui. Emerson said that the boy who dares to wear a rusty cap and an outgrown coat in order to keep in school is worthy of honor. The majority of night-school students belong to this aristocracy, of faded hats and shabby coats. Let school authorities make retrenchment elsewhere. Evening and continuation schools, still in their infancy, need organization and classification; but they are one of the most significant innovations of recent years.

MILITARY DRILL IN HIGH SCHOOLS

A recent article by Henry M. Hyde in the *Chicago Tribune* is evidence that the problem of military drill in secondary schools is a very real one. If the ballot conducted by the *Tribune* is representative, the citizens of Chicago at least are overwhelmingly in favor of some sort of military discipline. A post-card vote shows that 86.5 per cent of those responding indorse the idea, the figures being 2,420 for and 325 against. Some of the replies are illuminating:

A Scotchman declares that the setting-up exercises and military drill should be made compulsory "for the good of the boy's health and character. More than anything else our young men need to learn habits of discipline and self-control. My two sons, now in the high schools, desire to be enrolled."

A widow writes: "I have one son serving as lieutenant in the regiment at the Illinois State University, another son at Lane Technical High School who is anxious to get the benefit of the military drill, and a third in the eighth grade who feels the same way about it."

"I strongly favor the plan for the sake of the boys," writes a South Side father. "I have three sons and it is a source of regret to me that my means will not permit me to send them all to a first-class military school."

A man who is thoroughly familiar with the present system of physical education in the public schools points out that it could be easily adapted to the suggested changes. The present course would be improved by the addition of the West Point setting-up exercises, to the great advantage of the carriage and figures of the boys, while the military drill would teach discipline, habits of obedience and command, and teach them all to act and work together in a common cause.

Of the objections two are typical:

An avowed Socialist denounces the *Tribune* for "doing the dirty work of capitalism" and "attempting to poison the innocent young minds of little children" by "instilling principles of barbarism and butchery."

One West Side father who sends in his vote against the military drill advances a somewhat novel objection. "I do not favor," he writes, "because I am afraid it would take too much of the boys' time and attention. They would be more interested in the military drill than in their studies, which are the more important."

The "West Side father" has a certain shrewd common-sense on his side, but the statement of the Socialist is an instance of the prevailing ignorance of what military drill in high schools can and cannot do.

In the first place, it must be remembered that military discipline for boys of high-school age is no very new or startling idea. A glance at the December number of *Harper's Magazine* will show that of the preparatory schools for boys listed in the advertising department, one-fourth are military in character. In a number of high schools setting-up exercises, marching, and even something like the manual of arms are used in physical training. It is not evident that graduates of preparatory schools are imbued with the "principles of barbarism and butchery" to any greater degree than the rest of the community.

In the second place, military drill in high schools would no more teach the art of war than singing in the high-school chorus would educate a prima donna. Even in state universities where the instruction is given under government supervision there is little pretense at professional military training. The Universities of Wisconsin and Illinois are typical. The university regiments in both institutions are ranked very high on the government list; instruction is given by an army officer; yet the University of Wisconsin regiment has never fired a shot, seldom even blank cartridges, and in both universities company and regimental evolutions, the manual of arms, setting-up exercises, the care of a rifle, and elementary instruction in mounting guard are about all that is attempted. So far as actual trench warfare goes, both regiments would have to begin from the ground up. Even our militia has very little instruction under actual field conditions.

What, then, is the advantage in having any military drill at all? The greatest result that the work in secondary schools would have is the inculcation of obedience. The civilian assents to the proposition that obedience is the *sine qua non* which makes discipline possible, but he does not realize that only incessant drill in simple evolutions every brings it about. The student may forget all about company evolutions in two or three years, but some persistent work, however elementary, in obeying orders will lay the foundations for habits of obedience he will never forget. The necessity of obedience in civil life needs no comment; surely it is neither very warlike nor very barbarous.

A second advantage is that military drill is for high-school students a rather interesting disguise for ordinary physical training—a kind of sugar-coated pill. It is the opinion of Dr. Lucien Howe, of the University of Buffalo, in a pamphlet on the subject, that military drill will materially help in the correction of certain physical ailments alarmingly prevalent among students in high school and college. At eighteen years of age, he says, "on the average about 18 or 20 per cent of the boys . . . have more or less spinal curvature . . . due in many cases to hereditary tendencies . . . also due to the neglect of teachers to make children sit straight and stand straight." At eighteen 16 or 18 per cent of the students attending school are near-sighted, a condition due to the same neglect. Typical of the results of ignorance is the fact that in a recent examination of students at the University of Pennsylvania, only 97 students out of 1,256 examined were found to be physically perfect. One help toward correcting such evils is, in the opinion of Dr. Howe, the installation of a simple system of military drill in high schools, on the model of the Boy Scouts and (for the girls) of the Campfire Girls. As the boys mature and realize the responsibilities of citizenship, "the training of young men at college can be developed by the manual of arms, marching, camping and camp cooking, pontoon building, wireless plants, aviation, etc., or corresponding practice on shipboard for those who live near the coast."

"Such out-of-door, manly recreation as this," he concludes, "unlike the present athletic training, tends to a healthy physical development for the many, instead of the excessive and specialized development of the few. . . ." His argument applies both to college and high schools.

No discussion of military drill for high schools will get anywhere which assumes that the simple exercises possible will turn out a generation of finished warriors, seeking whom they may devour. Absurd as this assumption is, it is tacitly the base of many arguments on the question. It must be remembered that such drill as could be given would be very simple, almost non-military, valuable immediately as physical exercise, and valuable to the nation only so far as it begins the inculcation of habits of obedience.

LETTER-WRITING BY BOY SCOUTS

The directors of the Boy Scouts have inaugurated a plan by which American boys may exchange letters with boys in practically all countries. Each month *Boys' Life*, the official Scout magazine, publishes the

names of lads in all lands who desire to receive such letters. Arrangements have been made with scout organizations in Europe, Asia, Africa, and South America, so that a letter written by any American boy, whether he is a Scout or not, will be delivered to one who in all likelihood will send back as interesting a letter as he receives. The only requirement is that the letter to be forwarded shall be inclosed in an unsealed envelope bearing proper postage, and sent in another envelope to the editor of *Boys' Life*, 200 Fifth Avenue, New York. After the exchange of the first letters, boys may correspond direct.

Teachers of English should welcome this opportunity to furnish their pupils with a vital motive for serious and sustained correspondence. It is one way of breaking the dreary formality of prescribed weekly themes. Why not accept as a substitute a letter written to a South African lad telling something about the writer's school, his city, about farming, mechanics, sports, amusements, and the like? Here is abundant motive for purposeful composition, abundant occasion for careful revision under the comments of an instructor. Certain letters written in English by young Chinese lads to American schoolboys under a similar plan of exchange, both for interesting content and for quaint but correct English, have proved that the Boy Scout scheme is at once interesting and efficacious.

ASSOCIATION OF MODERN FOREIGN LANGUAGE TEACHERS OF THE CENTRAL WEST AND SOUTH

In response to a circular letter signed by sixteen prominent teachers of German and Romance, there took place at Cleveland on December 29, during the meeting of the Modern Language Association of America, a meeting at which was formed the Association of Modern Foreign Language Teachers of the Central West and South. Professor A. G. Canfield of Michigan was elected president, Professor C. H. Handschin of Miami was made secretary-treasurer, and an Executive Council was chosen consisting of the president, secretary-treasurer, and the following: A. Coleman, Chicago; Josephine Doniat, Carl Schurz High School, Chicago; A. R. Hohlfeld, Wisconsin; Herbert L. Marshall, Central High School, St. Louis. The movement will be well launched at the first regular meeting, which will probably be held in Chicago in the spring. All who are interested in this movement are invited to communicate with C. H. Handschin, Miami University, Oxford, Ohio.

A MODERN LANGUAGE JOURNAL

Representatives of the Modern Language Associations of New England, of the Middle States and Maryland, of New York State, and the Central West and South met at Cleveland on December 30 to confer about the establishment of a national journal devoted to the interests of teachers of modern foreign languages in the secondary schools and colleges of America. The need for such an organ had long been manifest, and the great success of the *Classical Journal* and the *English Journal* has indicated that it would be welcomed by the teaching profession.

As a result of this conference it was decided to begin the publication of the *Modern Language Journal* at as early a date as may be—probably in the coming autumn. The journal will have as places of publication New York and Chicago. Professor Bagster-Collins of Columbia University was named managing editor; C. A. Busse of Hunter College and A. Coleman of Chicago were elected business managers. Associate editors chosen thus far are Professors Deihl of the Wisconsin University High School, Nitze of Chicago, and Vos of Indiana. Other associate editors and the consulting editors remain to be chosen.

The journal will be addressed primarily to those interested in questions pertaining to the teaching of German and the Romance languages. It will appear eight times a year, will have from 32 to 48 pages, and will contain articles on pedagogic and cultural topics.

SCHOOL CHARACTER CHART

Mr. Milton Fairchild, of Washington, D.C., chairman of the Executive Committee of the National Institution for Rural Instruction of Children and Youth, presents to school men a school character chart, now in the process of third revision.

WASHINGTON, D.C., December 17, 1915

SCHOOL CHARACTER CHART

It is believed that schools have produced about as good results as are possible from a curriculum devoted almost exclusively to intellectual education. If more attention to character education should be given, and a better basis in character thus gotten for intellectual development, an improvement in the product of American education could be secured which would be much appreciated by parents and the general public, and a benefit to the nation.

The following statement of the character which should be the result of education has been compiled from advice received from many thoughtful

people in various walks of life, and is respectfully submitted for further study and criticism by those interested. Modern life is complicated beyond the possibility of understanding save through collaboration by many individuals who combine their experiences and observations into a broad basis for conclusions. On the level of many minds there is some degree of certitude regarding the wisdom of human experience.

Character is divided into six phases: (1) intellectual, (2) working, (3) personal, (4) social, (5) emotional, (6) physical. An estimate in detail of a pupil's character can be made by grading each item thus: "earnest, 7; trifling, 3"; or 5 and 5, or 2 and 8, according to observation. The totals under each division can be made up, and the general total. A detailed knowledge of the strength and weakness in character of any pupil can be attained, and used as a basis for planning his or her character education. The effectiveness of the general character education given in a school can be estimated by a study of the character development of the pupils in the older classes.

INTELLECTUAL CHARACTER, needed for wise thinking.

1. Earnest, not trifling.
2. Sincere and open-minded, not diverted by personal interests.
3. Discerning, not superficial.
4. Alert, not indolent.
5. Accurate, not indefinite.
6. Useful, not merely interesting.
7. Inventive and constructive, not lacking initiative.
8. Rational and judicious, not over-emotional, hysterical, nor melancholy.

WORKING CHARACTER, needed for doing useful work.

1. Purposeful, not led merely by likes and dislikes.
2. Teachable, not stubborn.
3. Attentive, not heedless.
4. Ambitious, not self-satisfied.
5. Persistent, not vacillating.
6. Energetic, not lazy and dilatory.
7. Thorough, not careless.
8. Decisive, not procrastinating.
9. Progressive, not opposed to change.
10. Thrifty, not wasteful.
11. Artistic, not slovenly.
12. Adaptable, not slow to fit into new surroundings.
13. Developed executive ability, not haphazard.

PERSONAL CHARACTER, need for doing right by one's self.

1. Thoughtful, not merely impulsive.
2. Influenced by high ideals, not content with low standards.
3. Conscientious, not lawless.
4. Independent, not suggestible.

5. Self-controlled, not weak.
6. Refined, not coarse.
7. Self-respecting, not dissipated.

SOCIAL CHARACTER, needed for doing right by others.

1. Genuine, not affected.
2. Honest, not thieving nor disposed to cheat.
3. Truthful, not given to lying and deceiving.
4. Honorable, not sneaking.
5. Just, not unfair.
6. Harmonious, not wrangling.
7. Forgiving, not vindictive.
8. Disposed to trust others, not suspicious.
9. Sociable, not exclusive nor snobbish.
10. Loyal, not treacherous.
11. Pure, not lewd.
12. Courteous, not rude.
13. Tactful, not brusque nor priggish.
14. Generous, not stingy nor jealous.
15. Public-spirited and patriotic, not selfish.
16. Reverent, not impudent nor flippant.

EMOTIONAL CHARACTER, needed for the joy of living.

1. Courageous, not timid.
2. Capable of true love, not cold-hearted.
3. Kindly, not cruel nor hateful.
4. Sympathetic, not self-centered.
5. Congenial, not repulsive.
6. Responsive to the beautiful, not indifferent.
7. Alive to truth, not uninterested.
8. Devoted to righteousness, not inclined to evil.
9. Humble, not conceited.
10. Patient, not irritable.
11. Tolerant and with a sense of humor, not angry over differences of opinion.
12. Hopeful, not pessimistic.

PHYSICAL CHARACTER, needed as a basis for human life.

1. Well-developed body, not poorly nourished.
2. High resistance to disease, not susceptible.
3. Vital, not sluggish.
4. Ready muscular control, not bungling.
5. Endurance, not quickly tired.
6. Strength, without a disability.
7. Grace of figure and carriage, not frumpy.

MILTON FAIRCHILD, *Chairman Executive Committee*
 NATIONAL INSTITUTION FOR MORAL INSTRUCTION
 OF CHILDREN AND YOUTH